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As a check upon the work, the identities (10)–(27) can also be obtained by direct multiplication. For example, represent

$$\begin{vmatrix} \lambda_1' & \mu_1' & \nu_1' \\ \lambda_2 & \mu_2 & \nu_2 \\ \lambda_3 & \mu_3 & \nu_3 \end{vmatrix}$$

by B_1 ; then, in the identity $A' \cdot (A \cdot B_1) = A \cdot (A' \cdot B_1)$, first on the left hand side multiply together the determinants A and B_1 , and on the right hand side A' and B_1 ; the result is one of the identities (10)–(27).

The identities (10)–(27) are often useful in changing the form of the equations for the transformation from one system of oblique axes to another oblique system; for example, the equations (2) on p. 197 of Grunert, *Arch. d. Math.*, 34; also in proving the relation between the formulas here given and the formulas, for example, of Grunert and Sturm.

QUESTIONS AND DISCUSSIONS.

EDITED BY U. G. MITCHELL, University of Kansas.

NEW QUESTIONS.

25. In an investigation in physics Mr. Mason E. Hufford, 525 S. Park Ave., Bloomington, Indiana, has need of the values of the Bessel functions $J_0(x)$ and $J_1(x)$ for positive real values of x up to $x = 100$. Have tables been constructed to this extent? What is the most ready means by which the desired values may be computed to any required degree of accuracy?

REPLIES.

24. The following facts are significant:

(1) The New England Association of Mathematics Teachers has appointed a committee "to investigate the current criticisms of high school mathematics."

(2) A committee of the Council of the American Mathematical Society has under consideration the question "whether any action is desirable on the part of the Society in the matter of the movement against mathematics in the schools."

(3) At the recent meeting in Cincinnati of the National Education Association an iconoclastic discussion on the topic: "Can algebra and geometry be reorganized so as to justify their retention for high school pupils not likely to enter technical schools?" aroused approbation and applause. An outline of the remarks by one of the speakers is printed below.

In view of these facts what should be done by those who believe in the value of mathematics as a general high school study?

MEMORANDUM OF REMARKS MADE BY COMMISSIONER DAVID SNEDDEN, of Massachusetts, before the Mathematics Section of the Commission on the Reorganization of Secondary School Studies, Cincinnati, Ohio, February 25th, 1915.

Commissioner Snedden followed in his discussion the presentation of a paper from Assistant Superintendent Wicher, of New Hampshire, on the subject: "Can Algebra and Geometry be Reorganized so as to justify their Retention for Pupils Not Likely to Enter Technical Schools?" He said in substance:

(a) That at present algebra and geometry occupy substantially monopolistic positions in the curricula of secondary schools, in that in many such schools they